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ABSTRACT

Nearly 500 boys and 500 girls in the 4th, 5th and 6th grades filled out the Child Study Security Test, Elementary Form, while their 34 teachers completed a 16 item Teacher Rating Questionnaire. The pupils' self-reported personality characteristics were then correlated with their teacher's ratings. Agreement was used as an indicator of the knowledge or awareness the teacher has about the pupil. Among other things, the results show that (1) unmarried female teachers, as a group, are more aware of the personality characteristics of pupils than are married female teachers or male teachers as a group; (2) class size makes no difference in determining teacher awareness; (3) high awareness teachers report a greater interest in the child's school and out-of-school experiences; (4) low awareness teachers prefer a more traditional approach to teaching; and (5) children who develop adequate, mutually supporting peer relationships generally receive more favorable teacher ratings. (Author/TL)

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RELATIONSHIPS OF PUPIL SECURITY CHARACTERISTICS AND TEACHER AWARENESS TO PUPIL SECURITY CHARACTERISTICS

M. F. Grapko and J. A. Fraser

Definition of Terms:

The Institute of Child Study Security Test provides the following seven scores:

1. Security score - a composite score based on the order of preference for the five component measures for the fifteen situations in relation to the ideal order of preference.

2. Consistency score - a composite score based on the similar order of rank assigned to each of the five component measures for the fifteen situations.

3. Independent security score (IS) - a component score based on the individual's preference for skilled, self-initiating, independent behavior.

4. Mature dependent security score (MDS) - a component score based on the individual's preference for mutually supporting social behaviors.

5. Immature dependent security score (IDS) - a component score based on the individual's preference for adult help-seeking behavior.

6. Deputy agent score (DA) - a component score based on the individual's preference for defensive behavior.

7. Insecurity score (INS) - a component score based on the individual's preference for anxiety behavior.

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TEACHERS' RATING QUESTIONNAIRE

1. Discipline:
   Displays behavior that you, the teacher, consider appropriate, for your classroom.

2. Ability to Get Along:
   Interacts with most of his classmates in a satisfactory manner.

3. Acceptance of Goals:
   Contributes to classroom activities, i.e., answers questions readily, talks during discussion, makes active contribution to class projects.

4. General Adjustment Evaluation:
   Considering all aspects of the child's adjustment to the classroom environment, evaluate his position.

5. Reading:
   Reads with comprehension and fluency: conveys meaning to listeners.

6. Mathematical Ability:
   Shows understanding of mathematical concepts and operations; can solve problems.

7. Language:
   Extent of vocabulary; correct grammatical usage of English; ability to express self clearly. (Both oral and written.)

8. Use of Out-of-School Experiences in Class:

   Draws on background experiences, reading.

9. General Performance Level:
   The quality of work; diligence in performing it.

10. School Ability:
    To provide your estimate of this child's ability, try to predict how far you think he will go (ignore financial ability of parents.)

11. Faces up to Things:
    Owns up to his actions; willing to accept the consequences for his actions, good or bad.

12. Makes Up His Mind:
    Shows ability to organize his ideas quickly and to make a decision.

13. Attitude to Learning:
    Shows an interest and ability to learn; enthusiastic about learning new materials.

14. Sure of Himself:
    Shows a confidence in himself combined with a capacity to do things.

15. General Adjustment:
    Ability to cope with all aspects of school life; generally happy disposition.

16. Overall Feelings of Security:
    Displays general feelings of security about himself and his relations with others.

TABLE 1

THE NUMBER OF STATISTICALLY SIGNIFICANT COEFICIENTS AT THE .05 LEVEL OBTAINED FOR 34 TEACHERS BETWEEN SECURITY TEST MEASURES AND THE ITEMS ON THE TEACHER RATING QUESTIONNAIRE

TRAITS	SECURITY	CONSISTENCY	IS	MDS	IDS	DA	INS	
1. Discipline	3	2	2	4	3	5	5	(24)
2. Able to get along	9	12	4	6	4	3	3	(41)
3. Accept. of goals	8	11	5	5	2	10	5	(46)
4. Gen. adjust. eval.	6	9	5	6	1	6	5	(38)
5. Reading	12	14	6	9	3	8	5	(57)
6. Math, ability	3	11	2	8	4	6	2	(36)
7. Language	8	12	6	10	3	7	6	(52)
8. Out-of-School exp.	6	8	4	7	4	8	4	(41)
9. Gen. Performance Level	8	12	6	6	2	9	1	(44)
10. School ability	7	11	4	7	1	5	5	(40)
11. Faces up to things	3	2	2	3	4	2	4	(20)
12. Makes up his mind	9	14	5	10	4	8	7	(57)
13. Attitude to Learning	12	14	5	10	1	7	6	(55)
14. Sure of himself	10	10	4	9	1	6	5	(45)
15. General Adjustment	7	12	2	7	1	8	1	(38)
16. Feelings of Security	10	7	4	11	3	7	4	(46)
17. TOTAL T.R.	10	15	6	10	2	9	5	(57)
	(131)	(176)	(72)	(128)	(43)	(114)	(73)	(737)

RELATIONSHIP OF PUPIL SECURITY CHARACTERISTICS AND TEACHER AWARENESS TO PUPIL SECURITY CHARACTERISTICS

J. A. Fraser and M. F. Grapko

INTRODUCTION AND BACKGROUND:

It can be assumed that the amount of knowledge a teacher may possess about the pupils' cognitive, emotional and personality development, the more effective is the teacher in designing and stimulating the learning behavior and social development of the pupils in the classroom. Conversely, a lack of awareness by the teacher regarding a particular pupil, the greater is the possibility of an inappropriate approach in the teaching, motivation and handling of that pupil.

It remains an open question as to what kind and how much knowledge or awareness a teacher should have about the pupils in his, or her, class. There may be considerable support for the position that requires the teacher to know the learning style of each pupil, to be aware of the strengths and weaknesses of each pupil in respect to both subject area and cognitive patterns. The diagnostic teaching approach requires knowledge permitting some precision in detecting the difficulty a pupil is experiencing in arresting this learning flow. Pupils who are assisted over the right hurdles at the right time receive help from teachers who are cognizant about difficulties common to most pupils as well as recognizing the need for help expressed by each individual pupil.

To say that teachers should have some awareness of the child's personality development as it may affect his learning progress, may be considered desirable rather than necessary. However, the importance that is placed on considering the whole child in education today, may possibly suggest that knowledge about

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the child's total development is becoming more necessary as well as desirable. J. R. Gass (1970) in addressing the convention in Edmonton of the Canadian Education Association makes reference to the equality of educational opportunity as providing the "right" educational procedures for each individual child rather than our insistence on giving all children the same treatment in the name of equality. To place the individual in the centre of the educational process, however, is not only costly and difficult but requires knowledge about children which has not yet been seriously considered in teacher qualifications. The present study attempts to examine the extent of knowledge teachers may have about their pupils, to determine how variable such knowledge may be among teachers, and to identify some factors that may account for such variability in knowledge and teacher awareness.

The work of Blake (1964) has some implications for the present study. While Blake's work focuses on industrial organizations and management, its concepts are relevant for education and educational objectives. In essence a polarity is set up between task orientation and people orientation where the former places a stress on the activities inherent in the job and on productivity and output, while the latter emphasizes the position of the individual and the relevance and significance the job has for the person and his growth. The attitude of the teacher to the objectives of education in the classroom may describe a similar polarity. A teacher may place exclusive emphasis on the subject matter to be taught and show a concern for methods of teaching, manipulations of pupils and evaluation devices. This approach is commonly

observed in the secondary school teacher, and less, perhaps, in the elementary school teacher. The second approach expresses a concern for the individual, focussing on the relevance of the learning experience and its overall significance for his growth and development, both as a learner and as a total person. Greater attention is given to the existence of individual differences, to the importance of developing initiative, creativity, personal achievements and independence.

The subject or task oriented teacher would have less dependence on knowledge of the child to achieve his objectives. Lack of interest or ability on the part of any individual child would identify the expendable and make up the 10 to 20 per cent failure rate. The person oriented teacher would find a strong relationship between the objectives for the child and the insight and awareness he or she possesses about the child's total development. Accordingly, it would be hypothesized that the orientation of the teacher would strongly determine the teacher's estimate of relevance in trying to achieve a broad understanding of the pupils in the classroom.

A third area of interest bearing on the present study deals with the relation of teacher expectations of pupil performance to pupil output, learning capacity and behavior. The controversial research of Rosenthal and Jacobson (1968) reported in their book "Pygmalion in the Classroom" attempts to support the assumption that teachers' expectations of pupil performance function as self-fulfilling prophecies. Their data are used to show that children's capacity to do well increases if the teacher expects that they will do well. Brophy and Good (1970) using grade 1 pupils show that teachers communicate differential performance expectations to different children, based on the teacher's estimate of what the child is capable of achieving. They provide data which clearly show that teachers talk differentially to high and low

performance expectation children and additionally reinforce and reward these children differentially. Teachers demanded better performance from these children for whom they had high expectations and were usually given a higher pay-off in praise and recognition when they succeeded. In contrast, teachers were more likely to accept poor performance from children for whom they held low expectations and were less likely to praise good performance when it did occur, even though it occurred less frequently.

The teacher's accuracy of estimate of the child's capacity for performance as well as the child's motivation and work style has some serious implications for the interaction of teacher and pupil. Estimates based on insufficient and inappropriate knowledge could well introduce abrasive features in the teacher-pupil relationship. Teacher bias effect may also substitute for valid sources of knowledge in forming estimates of pupil performance.

PROBLEM:

The present study then is concerned to discover (1) how aware teachers are about the personality characteristics of their pupils, (2) what teacher attitudes or teaching approaches may be related to teacher awareness, (3) what characteristics in pupil's personality development are most obvious in teachers' evaluations of their pupils and (4) what behavioral and performance variables as determined by teacher assessments relate to children's self reported personality characteristics.

METHOD:

The subjects in this study comprise 943 pupils attending grades 4 to 6 in the Kenora Board district. There were 314, 310 and 319 pupils in grades 4, 5, and 6 respectively, with a total of 484 boys to 459 girls in the total

sample. Thirty-four separate classes were involved, drawn from 10 different schools. The teacher sample consisted of 14 male teachers and 20 female teachers, 11 of whom were married.

The Institute of Child Study Security Test, Elementary Form, called "The Story of Jimmy" was administered to all pupils in the present sample in December, 1969. Each classroom teacher administered the test after receiving a short briefing. After the group instructions were read, each pupil proceeded independently to complete the test. The time required for completion ranged from 20 to 30 minutes. All tests were machine scored.

The test is designed to elicit an order of preference for various behavioral responses to each of fifteen situations described in story form and terminating with an open ended statement asking for some choice of action. The situations sample activities dealing with adult-child relationships, child-child relationships, school performance and leisure time. The child is instructed to rank five choices which are presented with each situation in order of preference from 1 to 5. The test provides the following seven scores:

1) Independent security score (IS) - a component score based on the individual's preference for skilled, self-initiating, independent behavior.
2) Mature dependent security score (MDS) - a component score based on the individual's preference for mutually supporting social behaviors.
3) Immature dependent security score (IDS) - a component score based on the individual's preference for adult help-seeking behavior.
4) Deputy agent score (DA) - a component score based on the individual's preference for defensive behavior.
5) Insecurity score (INS) - a component score based on the individual's expression of anxiety behavior.

The two composite scores are Security (SS) and Consistency (CS). The overall Security Score is based on the order of preference for the five component measures for the fifteen situations in relation to an ideal order of preference, and the Consistency Score is determined by the similar order of rank assigned to each of the five component measures for all fifteen situations.

A sixteen item Teacher Rating Questionnaire was designed, using part of the questionnaire employed in the Longitudinal Study of Achievement by the Research Department of the Toronto Board of Education and the questionnaire which was used in the early validation of the security test developed by Grapko (1957). (Items shown in the handout). The TRQ was completed in January, 1970, by each of the 34 teachers in the study for all pupils in their classrooms. Each item in the questionnaire is rated on a five point scale ranging from a high frequency of behavior to a total absence of certain behavior. Data based on teacher assessments by school principals and consultants which was carried out throughout the entire Board system were available for the present study but this phase of the study is not yet complete.

ANALYSIS OF DATA AND RESULTS:

The seven scores obtained for the security test were correlated with each of the items on the Teacher Rating Questionnaire, including a total teacher rating score. Each correlation matrix consisted of a total of 119 coefficients. A matrix was prepared for each classroom separately, as well as for each grade level combined, and for boys and girls, separately and combined.

Each teacher in the study was interviewed, at which time the results of the security test were discussed and later the results of the correlational

analysis. Since the study was interested in providing teachers with additional insight about their pupils, discussion frequently focussed on children who obtained very low scores on the security test as well as children who showed a wide discrepancy between their own self reported score on the test and the teacher's questionnaire rating. Each interview lasted approximately an hour. In addition to discussion about the results of the analyses, the teachers were invited to comment on their own views and attitudes regarding teaching objectives and to describe their teaching procedure in the classroom.

The study is based on the assumption that agreement in scores between the pupil's self-reported personality characteristics and the teacher's questionnaire rating may be used as an indicator of knowledge or awareness the teacher has about the purpil. Accordingly the criterion of statistical significance at the .05 level of confidence was employed as a minimum condition for agreement. Statistical significance, in the present content, simply shows agreement between where the pupil places himself on the self-report test, vis-a-vis the other pupils in the class and the relative position the pupil's rating receives from the teacher.

The range of statistically significant coefficients ranged from 0 to 85 for the 34 teachers in the study. Ten of the teachers obtained 30 or more significant coefficients, eight teachers obtained 15 to 30 significant coefficients and eighteen teachers obtained less than 14 significant coefficients, with two of the eighteen teachers receiving no significant correlations at all.

A comparison of the top ten (Hi awareness group) and bottom ten (Lo awareness group) teachers according to number of coefficients to criterion,

shows four out of nine unmarried female teachers in the Hi group (or 44%) and only two in the Lo group (22%). Three of eleven married female teachers (27%) and four of the eleven (36%) were in the Hi awareness group and Lo awareness group respectively. In respect to male teachers, three of fourteen were in the Hi awareness group (21%) and four of fourteen were in the Lo awareness group (29%). Percentage-wise, it would seem that the unmarried female teachers fared the best in that they had the highest percentage in the Hi awareness group and the lowest percentage in the Lo awareness group, as well as the only group to have more teachers in the Hi group than the Lo group.

Average classroom size shows a mean number of pupils of 31.7 for the Hi awareness group and 28.1 pupils per class for the Lo awareness group. It is also noted that the teacher receiving the highest number of significant coefficients (i.e. 85) was a male teacher and also had the largest class size of any in the study (i.e. 36 pupils).

Mean security scores and consistency scores for the Hi and Lo awareness groups tends to show slightly higher scores for the Hi group, i.e., 67.3 to 64.9 for security and 24.4 and 19.6 for consistency. However, since there are five grade 4 classes in the Lo awareness group and only 3 classes in the Hi awareness group, differences in mean scores would require some adjustment since grade 5 pupils do better on the test than grade 4 pupils. However, there were three grade 6 classes in both groups and a comparison of the three grade 6 classes does show slightly higher mean scores in favour of the Hi awareness group for security and consistency, i.e. 73.5 to 70.5 and 33.6 to 28.2

While the results of a comparison between teachers in the Hi and Lo awareness groups are only suggestive at this point, some tentative results are noted. In the first place, (1) unmarried female teachers, as agroup, tend

to be more aware of the personality characteristics of pupils than married female teachers or male teachers as a group, (2) that size of class does not seem to make any difference in determining teacher awareness, nor is grade level of particular significance, and (3) teacher awareness is more likely to be observed with groups of children who tend on the average to have slightly higher security and consistency development.

Data on the age of teacher and years of experience were not available for inclusion in the present analysis; nor was information available as to the marital status of the male teachers.

Two main differences were noted in the teacher attitudes and teaching approaches, as reported by the teachers in the interview, when a comparison between the Hi awareness and Lo awareness teachers was made. Hi awareness teachers generally reported an interest in the whole child and considered all information about the child as relevant to their teaching role. They were receptive to the child when he or she wished to tell the teacher about an out-of-school experience or a home and family experience. The Lo awareness teachers generally tended to discourage or limit such information, expressing either non-relevance to out-of-school and family experiences, or a feeling that these experiences were of a personal or private nature. Accordingly, Lo awareness teachers saw little value in such information vis-a-vis the primary teaching role of the classroom teacher.

The second difference was in actual classroom practice. Lo awareness teachers reported a more traditional approach to teaching with a strong emphasis on classroom presentation. In general, the teachers saw their role as providing information, laying out work assignments for pupils and checking their progress. Their time was devoted to formal talking as indigenous

to lesson and subject presentation. On the other hand, the Hi awareness teachers arranged for more informal learning situations. Group project work was stressed and encouraged. More opportunity for class participation was available to the pupils. In essence, it seems that more general behavior was elicited from children in this setting and it may be that the Hi awareness teachers were able to observe more relevant behavior upon which they based their ratings. In any case it does appear that the less traditional approach provided, if not invited, a broader display of pupil behavior in the classroom, and undoubtedly this accounted for more cues upon which teachers were able to rate the pupils. No attempt was made to assess whether the children did any better academically with the Hi or Lo awareness teachers but this is an important problem for future research. If the less traditional method does provide an increase in academic performance for pupils the question would be whether this arises from the method of teaching or from the fact that pupils do better when they are better understood by their teachers.

The number of significant correlation coefficients obtained for the 34 teachers between each of the seven measures on the security test with each of the sixteen items on the Teacher Rating Questionnaire is shown in Table 1 (See TABLE 1), and available in the handout. The totals for each security measure reported at the bottom of each column show the two composite scores, security and consistency, to achieve a significant relationship to teachers' ratings more than any one of the component scores. Educational and clinical uses of the security test have shown children who receive high Consistency Scores to have good work and study habits, an ability to organize their work and themselves better, and are more predictable in their school performance and behavior. It would appear that these characteristics reflect in the teacher ratings which these pupils receive from their teachers.

The totals reported for each of the five component scores show that pupils who express a preference for mutually supporting peer relationships (MDS) are more likely to be rated favourably by their teachers, whereas pupils who express a preference for adult help-seeking behavior are not identified to nearly the same degree in the ratings they receive from teachers. The DA component score describes pupils who are easily inclined to use defensive behaviors when required to face up to the consequences of their actions. These pupils are quick to give excuses, to forget and find fault, to blame someone else, and in many cases to daydream. The data show a substantial degree of agreement between these scores and the teachers' ratings.

An analysis of the data across items in the Teacher Rating Questionnaire, as shown in Table 1, shows reading comprehension and fluency, (#5) language ability (#7), ability to organize ideas quickly and make a decision (#12) and an expression of enthusiasm about learning (#13) to achieve the highest incidence of relationship to security measures. On the other hand, discipline (#1) and facing up to one's actions (#11) show the least amount of correspondence to measures on the security test.

Since 7 out of 34 teachers obtained 1 or less coefficients that reached the .05 criterion, and 10 teachers obtained 5 or less significant coefficients, the data shown in Table 1 essentially describes the relationships between behavior and performance variables and security scores for the Hi awareness teachers. Failure to achieve any significance between the TRQ variables and security scores for the Lo awareness teachers leaves an explanation unresolved. Whether it means that the variables in the TRQ are not related at all to children's self-ratings on the security test, or that these teachers have insufficient opportunity to observe the kind of behavior included in the teacher

rating questionnaire, or that these teachers simply read incorrectly the intent or meanings of the child's behavior even if the opportunity to observe the behavior exists, are explanations still to be checked out.

There is a serious implication for the construction of tests where teacher ratings are to be used as a validation criterion. It seems that validation is highly vulnerable to the particular selection of teachers. Yarrow, Campbell and Burton (1968) are highly critical of the value of data sources like parent interviews, questionnaires and teacher ratings because of their apparent low reliabilities where nursery school children are used as the population sample. It may be that where Lo awareness parents or teachers are used in collecting data on children, that such data sources are highly questionable, not only in terms of their reliabilities but also their accuracy.

INTERPRETATION OF RESULTS AND CONCLUSION

The results of this study clearly show wide individual differences among teachers in their ability to rate children as children rate themselves. While some concern may be expressed about the reliability and validity of the instruments used in the study, it should be pointed out that previous studies have shown both instruments to be quite reliable and valid.

While some surface characteristics were shown to differentiate Hi and Lo awareness teachers, further studies in this direction are needed. More detailed pinpointing of teaching methods between Hi and Lo awareness teachers is required to give further support to general comments received by teachers in the interview.

Further research is necessary to clarify the relation between Hi and Lo awareness teachers and Blake's description of the person and task orientation. Since it is the intent of the present authors to replicate the present

study with some additions, it will be interesting to determine if Hi and Lo awareness is a function of the teacher or maybe a function of a class. One teacher did report that she found her present class to be the most difficult group of children to understand that she has had in almost twenty years of teaching. A repeat study should contribute some light on this question.

Two additional matters ~~on this question~~ also deserve clarification. It has been shown already that some behavioral performance variables correlate with security measures more highly than others. For example, item #5 on the Teacher Rating Questionnaire concerning the child's ability to read with comprehension and fluency, shows many teachers to achieve statistical significance to criterion when rating the children in their classrooms, and similarly with item #13, the child's attitude to learning. Other items, of course, show substantially less frequency of achieving significance. This result raises the question of selective awareness among teachers. This is to say that teachers as a whole may be more aware of some behaviors in children and quite unaware of others. The relative importance of these behaviors as they contribute to the child's overall performance in the classroom might provide further a basis for determining the appropriateness of teacher awareness.

The second question deals with the issue of teacher training in awareness. Blake has shown that trainees using the managerial grid to achieve insight into their own methods and orientations to the job and to people, succeed in both their depth of understanding and in their basic approach to people. However, opportunities to increase teacher awareness of pupils in the classroom must be justified by a meaningful increase in pupil performance in the classroom and an improvement in the teacher-pupil interaction.

Whether a program designed to increase teacher awareness will concern itself with new approaches in teacher-pupil communication (hence a reduction in the generation gap between teacher and pupil) or provide new skills in observing pupil behavior according to some theoretical system, remains to be worked out.

Finally, it is important to consider the meaning that Hi and Lo awareness conditions may have for the work of Rosenthal and Jacobson on teacher expectations of pupil performance. It appears that teachers who show an expectancy-to-performance that is based on some accuracy of the child's capacity to perform stand a very good chance of supporting the self-fulfilling prophecy, whereas teacher estimates based on low awareness conditions are likely to contribute to difficulties and frustrations for both teacher and child. While Rosenthal and Jacobson have been primarily concerned with intellectual capacity, the present study suggests that predictions about pupil performance may also depend upon a much wider assortment of behavioral and performance variables.

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